

## Charles Pinckney Elementary

3300 Thomas Carlo Blvd.

Mt. Pleasant, SC 29466

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	1,408 Students	
<b>Principal</b>	Leanne Sheppard	843-856-4585
<b>Superintendent</b>	Dr. Maria L. Goodloe-Johnson	843-937-6319
<b>Board Chair</b>	Ms. Nancy Cook	843-760-2635

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
10	0	0	0	0

### IMPROVEMENT RATING

GOOD

### ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Excellent	Good	Yes

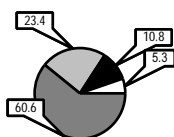
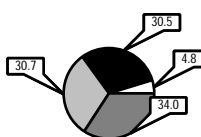
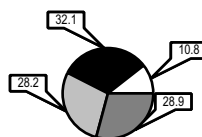
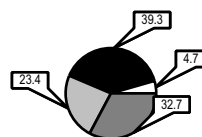
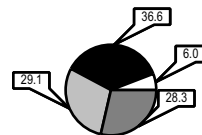
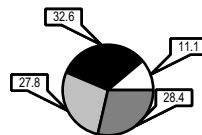
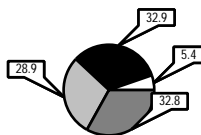
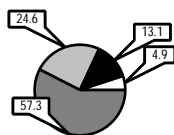
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

89.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	719	99.9	5.1	23.4	60.7	10.8	79.5	Yes	Yes
<b>Gender</b>									
Male	353	99.7	6.0	22.9	63.3	7.8	78.9		
Female	366	100.0	4.3	23.9	58.2	13.6	80.1		
<b>Racial/Ethnic Group</b>									
White	598	99.8	3.1	20.1	65.2	11.6	84.4	Yes	Yes
African American	80	100.0	22.1	44.2	29.9	3.9	42.9	Yes	Yes
Asian/Pacific Islander	16	100.0	0.0	20.0	60.0	20.0	80.0	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	12	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	660	100.0	2.7	22.5	63.4	11.5	83.8		
Disabled	59	98.3	32.1	33.9	30.4	3.6	32.1	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	719	99.9	5.1	23.4	60.7	10.8	79.5		
<b>English Proficiency</b>									
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	708	99.9	5.2	23.1	60.8	10.9	79.7		
<b>Socio-Economic Status</b>									
Subsidized meals	79	100.0	20.5	44.9	32.1	2.6	46.2	Yes	Yes
Full-pay meals	640	99.8	3.1	20.6	64.4	11.9	83.8		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	719	99.9	4.7	30.7	34.1	30.6	81.3	Yes	Yes
<b>Gender</b>									
Male	353	99.7	4.2	24.1	33.7	38.0	85.8		
Female	366	100.0	5.1	36.9	34.4	23.6	77.0		
<b>Racial/Ethnic Group</b>									
White	598	99.8	1.4	29.1	36.5	33.0	86.7	Yes	Yes
African American	80	100.0	29.9	49.4	14.3	6.5	37.7	Yes	Yes
Asian/Pacific Islander	16	100.0	0.0	10.0	60.0	30.0	100.0	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	12	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	660	100.0	3.8	29.1	35.0	32.0	83.1		
Disabled	59	98.3	14.3	48.2	23.2	14.3	60.7	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	719	99.9	4.7	30.7	34.1	30.6	81.3		
<b>English Proficiency</b>									
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	708	99.9	4.7	30.5	34.3	30.5	81.2		
<b>Socio-Economic Status</b>									
Subsidized meals	79	100.0	24.4	44.9	17.9	12.8	43.6	Yes	Yes
Full-pay meals	640	99.8	2.1	28.9	36.1	32.8	86.1		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	719	99.9	10.7	28.2	28.9	32.2	61.1
<b>Gender</b>							
Male	353	99.7	7.5	21.7	33.7	37.0	70.8
Female	366	100.0	13.6	34.4	24.4	27.6	52.0
<b>Racial/Ethnic Group</b>							
White	598	99.8	6.1	27.3	31.8	34.8	66.6
African American	80	100.0	48.1	39.0	5.2	7.8	13.0
Asian/Pacific Islander	16	100.0	0.0	20.0	20.0	60.0	80.0
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	12	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	660	100.0	9.7	27.1	29.5	33.8	63.2
Disabled	59	98.3	21.4	41.1	23.2	14.3	37.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	719	99.9	10.7	28.2	28.9	32.2	61.1
<b>English Proficiency</b>							
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	708	99.9	10.5	28.1	28.8	32.5	61.4
<b>Socio-Economic Status</b>							
Subsidized meals	79	100.0	37.2	41.0	9.0	12.8	21.8
Full-pay meals	640	99.8	7.3	26.6	31.5	34.7	66.2

<b>Social Studies</b>							
All Students	719	99.9	4.5	23.4	32.7	39.3	72.1
<b>Gender</b>							
Male	353	99.7	4.5	15.1	31.9	48.5	80.4
Female	366	100.0	4.5	31.3	33.5	30.7	64.2
<b>Racial/Ethnic Group</b>							
White	598	99.8	3.3	20.1	34.4	42.2	76.6
African American	80	100.0	15.6	51.9	20.8	11.7	32.5
Asian/Pacific Islander	16	100.0	0.0	10.0	40.0	50.0	90.0
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	12	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	660	100.0	3.8	21.7	33.8	40.8	74.5
Disabled	59	98.3	12.5	42.9	21.4	23.2	44.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	719	99.9	4.5	23.4	32.7	39.3	72.1
<b>English Proficiency</b>							
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	708	99.9	4.6	23.4	32.8	39.2	72.0
<b>Socio-Economic Status</b>							
Subsidized meals	79	100.0	14.1	48.7	19.2	17.9	37.2
Full-pay meals	640	99.8	3.3	20.1	34.5	42.1	76.6

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	217	100.0	1.4	18.1	56.5	24.1	80.6
	4	218	100.0	3.7	23.1	63.4	9.7	73.1
	5	182	100.0	4.5	38.0	51.4	6.1	57.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	236	99.6	2.3	13.5	69.4	14.9	84.2
	4	238	100.0	4.9	24.6	58.5	12.1	70.5
	5	245	100.0	8.0	31.6	54.9	5.5	60.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	217	100.0	3.2	37.0	38.9	20.8	59.7
	4	218	100.0	4.6	28.2	32.9	34.3	67.1
	5	182	100.0	5.1	25.3	32.6	37.1	69.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	236	99.6	4.1	33.8	37.4	24.8	62.2
	4	238	100.0	4.0	25.0	38.8	32.1	71.0
	5	245	100.0	5.9	33.3	26.6	34.2	60.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	236	99.6	9.5	33.3	34.7	22.5	57.2
	4	238	100.0	9.4	28.1	29.0	33.5	62.5
	5	245	100.0	13.1	23.6	23.6	39.7	63.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	236	99.6	2.7	26.6	37.8	32.9	70.7
	4	238	100.0	1.3	18.8	31.7	48.2	79.9
	5	245	100.0	9.3	24.9	29.1	36.7	65.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 1,408)</b>				
First graders who attended full-day kindergarten	100.0%	No change	99.2%	100.0%
Retention rate	1.8%	Up from 1.5%	1.8%	3.0%
Attendance rate	96.3%	Down from 96.5%	97.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.3%	3.2%
Eligible for gifted and talented	34.3%	Down from 41.9%	37.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.5%	Up from 4.4%	5.1%	8.2%
Older than usual for grade	0.2%	Down from 0.3%	0.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 90)</b>				
Teachers with advanced degrees	37.8%	Down from 43.2%	59.8%	52.6%
Continuing contract teachers	86.7%	Up from 81.5%	89.3%	83.3%
Highly qualified teachers	80.5%	Down from 93.7%	92.1%	93.5%
Teachers with emergency or provisional certificates	2.5%	Down from 4.1%	1.8%	0.0%
Teachers returning from previous year	88.5%	Down from 90.6%	89.8%	87.0%
Teacher attendance rate	94.1%	Down from 95.9%	95.1%	95.0%
Average teacher salary	\$40,582	Up 2.3%	\$43,303	\$41,703
Prof. development days/teacher	16.2 days	Up from 14.2 days	11.7 days	12.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 5.0	4.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 21.7 to 1	20.7 to 1	18.8 to 1
Prime instructional time	90.2%	Down from 91.5%	90.5%	89.8%
Dollars spent per pupil*	\$4,393	Up 5.1%	\$6,066	\$6,242
Percent of expenditures for teacher salaries*	72.6%	Up from 70.9%	68.2%	65.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The primary goal at Charles Pinckney Elementary School is to provide a broad range of educational opportunities in a nurturing environment for all students. Our school has celebrated a number of successes this year, which provide evidence that we continue to meet this lofty goal. We met the requirements in all 21 target areas to satisfy Adequate Yearly Progress as defined by 'No Child Left Behind' legislation. Pinckney was once again recognized as a recipient of the HUG award from the State Department of Education, signifying that we continue to close the achievement gap between high and low achieving students. To ensure student success we have an excellent, master teacher in each classroom; we currently have fourteen teachers on our faculty who have earned the prestigious honor of National Board Certification. This year, two of our teachers received the highest of honors: Sandra Fitzgerald was named Charleston County's Distinguished Reading Teacher of the Year and Bridgette Marques was named Charleston County's Teacher of the Year.

As our school report card reflects, we have once again received an 'Excellent' rating and the Palmetto Gold School Award. Successes at Pinckney Elementary are linked directly to the variety of educational experiences that we provide for our students. Our Family Math and Reading Nights are annual events, which offer opportunities for parents, students, and teachers to collaborate on instructional strategies and practices. This year we initiated a new program, The Saturday Squad, which provides students with hands-on, standards-based instruction in a small group setting on Saturday mornings.

In addition to our strong commitment toward instruction in the core subject areas (math, language arts, science, and social studies), students at Charles Pinckney Elementary School are also provided incredible experiences in the arts. The chorus; orchestra; and drama troupe, 'The Pinckney Players,' regularly perform for students, parents, and the community. Our Chorus was recently honored as the Grand Prize Winner of the Musical Awards Night Celebration. At the end of each school year, we host Pinckney Palooza, a weeklong festival of the arts. This festival features professional artists and performers, which serves as a great kickoff to Charleston's Spoleto Festival. We also offer WCPE, our morning news production as an opportunity for student involvement.

Faculty, students, parents, community members, and local businesses support our efforts for academic excellence. We recently wrote and received a grant through AmeriCorps. Our school had eleven AmeriCorps volunteers who worked with teachers and students in a number of academic areas on a full-time basis for eight weeks. In addition, our PTA organizes fundraisers, educational programs, and social events throughout the year. This collective effort results in Charles Pinckney Elementary School "Lighting the Way to Learning" for all of our students.

Leanne Sheppard, Principal  
Kimberly Batts, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	79	196	136
Percent satisfied with learning environment	97.4%	96.9%	87.9%
Percent satisfied with social and physical environment	97.4%	95.4%	82.8%
Percent satisfied with school-home relations	97.4%	95.4%	81.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.